

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pomeroy Elementary School	43-69674-6048987	April 11, 2023	June 8, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
ATSI has identified the following focus groups: Students with Disabilities: Method 2 (Chronic Absenteeism Rate, ELA, Math) and White: Method 2 (Chronic Absenteeism).

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The overall objective is to have all students make continuous growth in ELA and Math on iReady assessments, CAASPP, reduce chronic absenteeism and for all subgroups to accelerate growth to close the achievement gap and meet grade level standards. The goals are strategically aligned with the current LCAP and meet the needs of the school.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In order to monitor and evaluate the effectiveness of the actions and goals, the following surveys were used: 3rd - 5th grade students participated in the wellness survey, Parents and staff are able to give feedback yearly through staff meetings, SSC, ELAC on School Plans and the LCAP. Based on realtime data and feedback, adjustments are made to the SPSA to reflect the current needs of our students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on a weekly basis. These are both informal and formal. Observations were made by principal and district personnel. The observations included but were not limited to formal observations per teacher contract, listening visits, PBIS walk-throughs, and BTSA observations. Findings concluded that teachers were formulating lesson plans using Common Core Standards (CCSS), using board adopted curriculum, and that PBIS systems were in place.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated and district-adopted assessments. Data is analyzed monthly by teachers and administrators to monitor student learning and improve instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is analyzed quarterly by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers meet the requirements of highly qualified staff per ESEA standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focuses on full implementation of district-adopted curriculum, pacing guides, and California Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support the implementation of the California Standards (CCSS) and 21st century teaching and learning practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, instructional coach administrators, grade level leads, teacher leaders, and outside consultants.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Designated time for teacher collaboration occurs on a monthly basis through district provided time on Wednesdays and every other week (1 hour) through release time. Pomeroy is a Professional Learning Community (PLC) and uses strategic methods including data cycle of inquiry to plan, deliver, reflect and look at student data for trends and next steps for instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12th grades. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use Board adopted instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, after school intervention, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, Literacy and Math Intervention Teachers (LIT and MIT), Balanced Literacy, leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, SAI, SEAL, attend student target meetings, analyze assessment walls, implement Marzano's Effective Strategies, and practice Gradual Release of Responsibility.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include, support classes, SOAR after school intervention, mentoring programs, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs (YMCA and extracurricular) sports, library, ESY summer school, alternative and opportunities programs, and educational options.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our Pomeroy School Site Council (SSC) meets monthly to discuss the SPSA and funds used at Pomeroy, as well as matters of the school and community. We met to review current goals, data, staff feedback, budget and goals for the 23-24 school year.

Timeline: September 2022-December 2022-reviewed bi-laws, ran elections, looked at data, adjusted current SPSA based on needs

January 2023-May 2023: reviewed SPSA goals, revised goals and action plans, looked at current data

April/May 2023: Final review and approval of SPSA

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

All have core curriculum and are in compliance with the William's Act.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	80	56	65
Grade 1	47	56	41
Grade 2	46	32	52
Grade3	56	40	43
Grade 4	49	57	43
Grade 5	66	46	56
Total Enrollment	344	287	300

Conclusions based on this data:

1. This data shows that enrollment at Pomeroy continues to decline TK-5th grade, however if you look at 22-23 data (current), you would see that we are growing w/ a population K-5 of 298.
2. The Hispanic population continues to be our highest population representing approximately 43% of our overall student body.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	93	112	123	27.00%	39.0%	41.0%
Fluent English Proficient (FEP)	42	37	47	12.20%	12.9%	15.7%
Reclassified Fluent English Proficient (RFEP)	8			8.6%		

Conclusions based on this data:

1. The number of English Language Learners increased significantly from 20-21 to 21-22 (12%)
2. The percent of Initially Fluent English Proficient students (IFEP) have remained the similar over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	58	44		0	43		0	43		0.0	97.7	
Grade 4	50	59		0	55		0	55		0.0	93.2	
Grade 5	64	49		0	47		0	47		0.0	95.9	
All Grades	172	152		0	145		0	145		0.0	95.4	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2390.			25.58			9.30			16.28			48.84	
Grade 4		2449.			20.00			27.27			16.36			36.36	
Grade 5		2477.			19.15			19.15			21.28			40.43	
All Grades	N/A	N/A	N/A		21.38			19.31			17.93			41.38	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		20.93			37.21			41.86				
Grade 4		18.18			65.45			16.36				
Grade 5		21.28			51.06			27.66				
All Grades		20.00			52.41			27.59				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.63			44.19			44.19	
Grade 4		12.73			54.55			32.73	
Grade 5		17.02			55.32			27.66	
All Grades		13.79			51.72			34.48	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.98			79.07			13.95	
Grade 4		5.45			72.73			21.82	
Grade 5		8.51			63.83			27.66	
All Grades		6.90			71.72			21.38	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.93			41.86			37.21	
Grade 4		12.73			72.73			14.55	
Grade 5		8.51			59.57			31.91	
All Grades		13.79			59.31			26.90	

Conclusions based on this data:

- 41% of our students met standard in ELA (21-22), which is slightly less than pre pandemic achievement levels (44% in 18-19). The grade levels most affected by the pandemic (foundational skills PreK-2) are now entering the testing window in grades 3-5 (ie PreK, K, 1 students who had their early years online or partially online).
- 41% of our students are in the standard not met category for ELA (21-22) which will requires acceleration to meet standards in the coming years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	58	44		0	44		0	44		0.0	100.0	
Grade 4	50	59		0	56		0	56		0.0	94.9	
Grade 5	64	49		0	48		0	48		0.0	98.0	
All Grades	172	152		0	148		0	148		0.0	97.4	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2386.			18.18			13.64			11.36			56.82	
Grade 4		2439.			12.50			23.21			25.00			39.29	
Grade 5		2462.			20.83			6.25			20.83			52.08	
All Grades	N/A	N/A	N/A		16.89			14.86			19.59			48.65	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.55			25.00			45.45	
Grade 4		17.86			35.71			46.43	
Grade 5		20.83			22.92			56.25	
All Grades		22.30			28.38			49.32	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.18			25.00			56.82	
Grade 4		21.43			41.07			37.50	
Grade 5		16.67			43.75			39.58	
All Grades		18.92			37.16			43.92	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.18			40.91			40.91	
Grade 4		19.64			50.00			30.36	
Grade 5		14.58			41.67			43.75	
All Grades		17.57			44.59			37.84	

Conclusions based on this data:

- 32% of our students met standard in Math (21-22), which is slightly less than pre pandemic achievement levels of (34% in 18-19). The grade levels most affected by the pandemic (foundational skills Prek-2) are now entering the testing window in grades 3-5 (ie PreK, K, 1 students who had their early years online or partially online).
- 50% of our students are in the standard not met category for Math (21-22) which will require acceleration to meet standards in the coming years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1439.6	1433.6		1442.4	1430.8		1432.9	1440.2		30	26	
1	1463.2	1438.5		1465.3	1447.4		1460.8	1428.9		19	24	
2	1480.5	1466.1		1471.5	1455.4		1488.9	1476.2		20	14	
3	1484.1	1479.8		1480.9	1473.9		1486.8	1485.1		15	20	
4	1482.3	1504.2		1476.9	1498.0		1487.3	1509.8		17	20	
5	1521.0	1517.4		1515.5	1522.3		1525.9	1512.1		15	16	
All Grades										116	120	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	23.08		40.00	34.62		40.00	19.23		3.33	23.08		30	26	
1	21.05	0.00		26.32	45.83		21.05	33.33		31.58	20.83		19	24	
2	25.00	7.14		45.00	42.86		15.00	28.57		15.00	21.43		20	14	
3	6.67	10.00		40.00	25.00		33.33	50.00		20.00	15.00		15	20	
4	5.88	25.00		17.65	30.00		41.18	30.00		35.29	15.00		17	20	
5	26.67	18.75		26.67	43.75		26.67	31.25		20.00	6.25		15	16	
All Grades	17.24	14.17		33.62	36.67		30.17	31.67		18.97	17.50		116	120	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	30.77		46.67	23.08		26.67	26.92		6.67	19.23		30	26	
1	36.84	20.83		21.05	25.00		21.05	37.50		21.05	16.67		19	24	
2	25.00	14.29		55.00	50.00		10.00	14.29		10.00	21.43		20	14	
3	20.00	15.00		53.33	45.00		13.33	25.00		13.33	15.00		15	20	
4	11.76	50.00		41.18	25.00		35.29	15.00		11.76	10.00		17	20	
5	33.33	37.50		46.67	37.50		13.33	25.00		6.67	0.00		15	16	
All Grades	24.14	28.33		43.97	32.50		20.69	25.00		11.21	14.17		116	120	

Written Language															
Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	19.23		26.67	34.62		46.67	23.08		10.00	23.08		30	26	
1	21.05	4.17		21.05	33.33		21.05	33.33		36.84	29.17		19	24	
2	15.00	14.29		45.00	14.29		25.00	50.00		15.00	21.43		20	14	
3	6.67	5.00		20.00	15.00		40.00	65.00		33.33	15.00		15	20	
4	5.88	10.00		11.76	20.00		41.18	30.00		41.18	40.00		17	20	
5	26.67	0.00		20.00	18.75		20.00	50.00		33.33	31.25		15	16	
All Grades	15.52	9.17		25.00	24.17		33.62	40.00		25.86	26.67		116	120	

Listening Domain												
Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.33	53.85		73.33	30.77		3.33	15.38		30	26	
1	47.37	54.17		42.11	37.50		10.53	8.33		19	24	
2	30.00	35.71		60.00	42.86		10.00	21.43		20	14	
3	13.33	10.00		73.33	65.00		13.33	25.00		15	20	
4	23.53	60.00		52.94	25.00		23.53	15.00		17	20	
5	20.00	6.67		66.67	80.00		13.33	13.33		15	15	
All Grades	26.72	39.50		62.07	44.54		11.21	15.97		116	119	

Speaking Domain												
Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.67	11.54		76.67	57.69		16.67	30.77		30	26	
1	15.79	4.17		57.89	58.33		26.32	37.50		19	24	
2	25.00	7.14		60.00	64.29		15.00	28.57		20	14	
3	46.67	25.00		33.33	60.00		20.00	15.00		15	20	
4	11.76	50.00		82.35	40.00		5.88	10.00		17	20	
5	60.00	68.75		26.67	31.25		13.33	0.00		15	16	
All Grades	24.14	25.83		59.48	52.50		16.38	21.67		116	120	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.33	19.23		80.00	61.54		6.67	19.23		30	26	
1	26.32	16.67		36.84	41.67		36.84	41.67		19	24	
2	35.00	7.14		40.00	64.29		25.00	28.57		20	14	
3	6.67	0.00		53.33	35.00		40.00	65.00		15	20	
4	5.88	10.00		47.06	50.00		47.06	40.00		17	20	
5	33.33	0.00		33.33	68.75		33.33	31.25		15	16	
All Grades	19.83	10.00		51.72	52.50		28.45	37.50		116	120	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	50.00		50.00	15.38		16.67	34.62		30	26	
1	21.05	4.17		36.84	70.83		42.11	25.00		19	24	
2	20.00	28.57		60.00	57.14		20.00	14.29		20	14	
3	6.67	20.00		73.33	75.00		20.00	5.00		15	20	
4	0.00	15.00		58.82	75.00		41.18	10.00		17	20	
5	0.00	6.67		73.33	86.67		26.67	6.67		15	15	
All Grades	16.38	21.85		56.90	60.50		26.72	17.65		116	119	

Conclusions based on this data:

1. 50% of our English Learner students overall are at a ELPAC Level 4 or Level 3 on the assessment results. This data is consistent with previous years.
2. 18% of our students are at Level 1
3. Oral language is a relative area of strength with 38% of students scoring in the well developed area.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
287	40.8	39.0	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Pomeroy Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	112	39.0
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	117	40.8
Students with Disabilities	56	19.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.1
American Indian		
Asian	80	27.9
Filipino	14	4.9
Hispanic	124	43.2
Two or More Races	14	4.9
Pacific Islander	3	1.0
White	44	15.3

Conclusions based on this data:

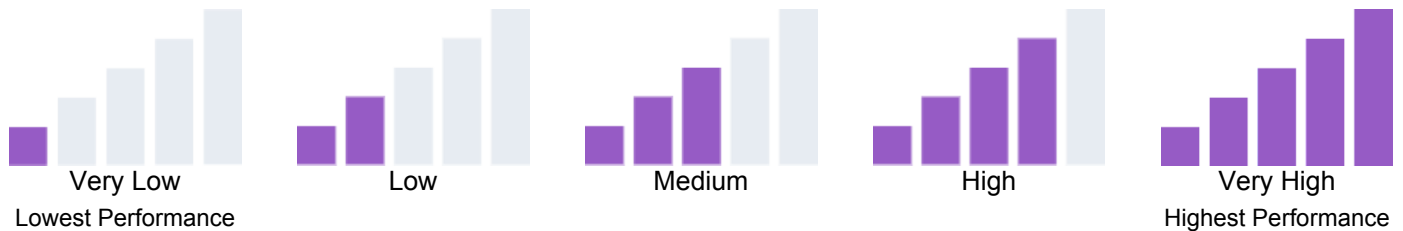
1. The largest race/ethnicity population at Pomeroy was Hispanic at 43%.
2. The total percentage of students with disabilities was 19.5%
3. The total percentage of socioeconomically disadvantaged students in 21-22 was 40.8 %. Pomeroy remains a Title I school.

School and Student Performance Data

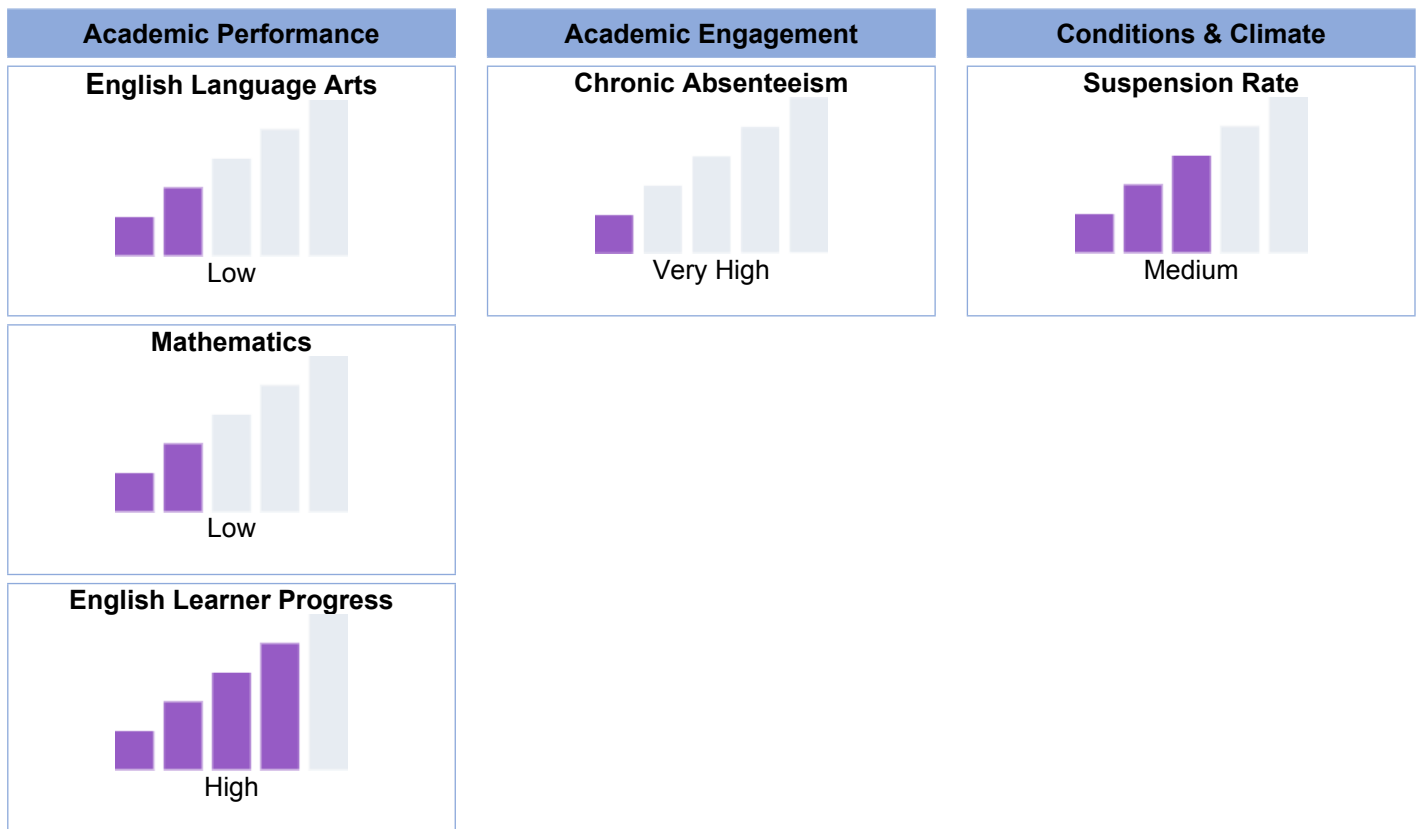
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

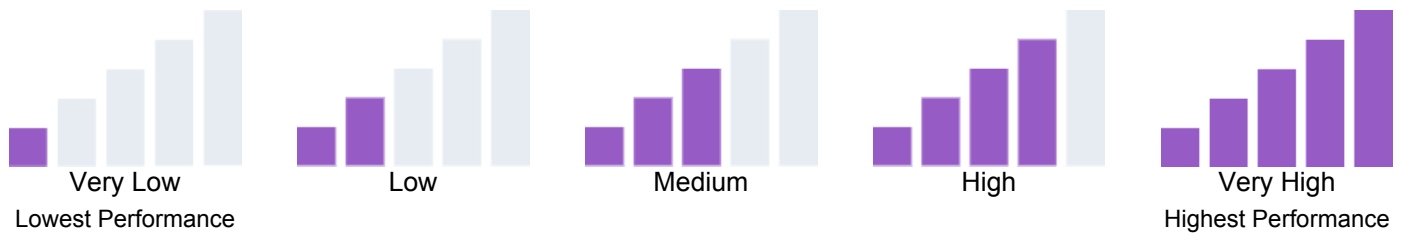
1. Chronic absenteeism is very high at Pomeroy in 21-22 and the problem persists in 22-23 with COVID rules for isolation, staying home while sick and testing. ATSI has identified this an area of focus for Pomeroy.
2. Academic performance in ELA and Math are both in the low category and are areas of continue focus for classroom instruction, small group support, intervention, after school support and parent partnership.

School and Student Performance Data

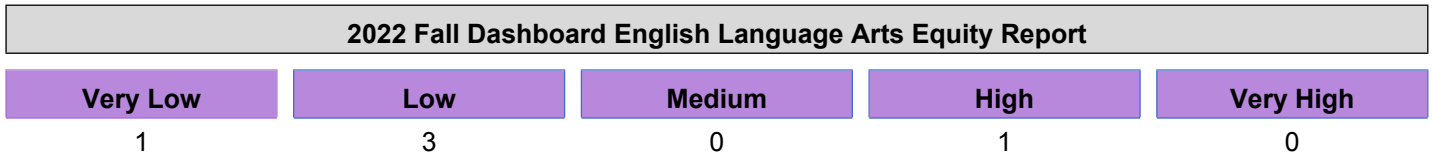
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

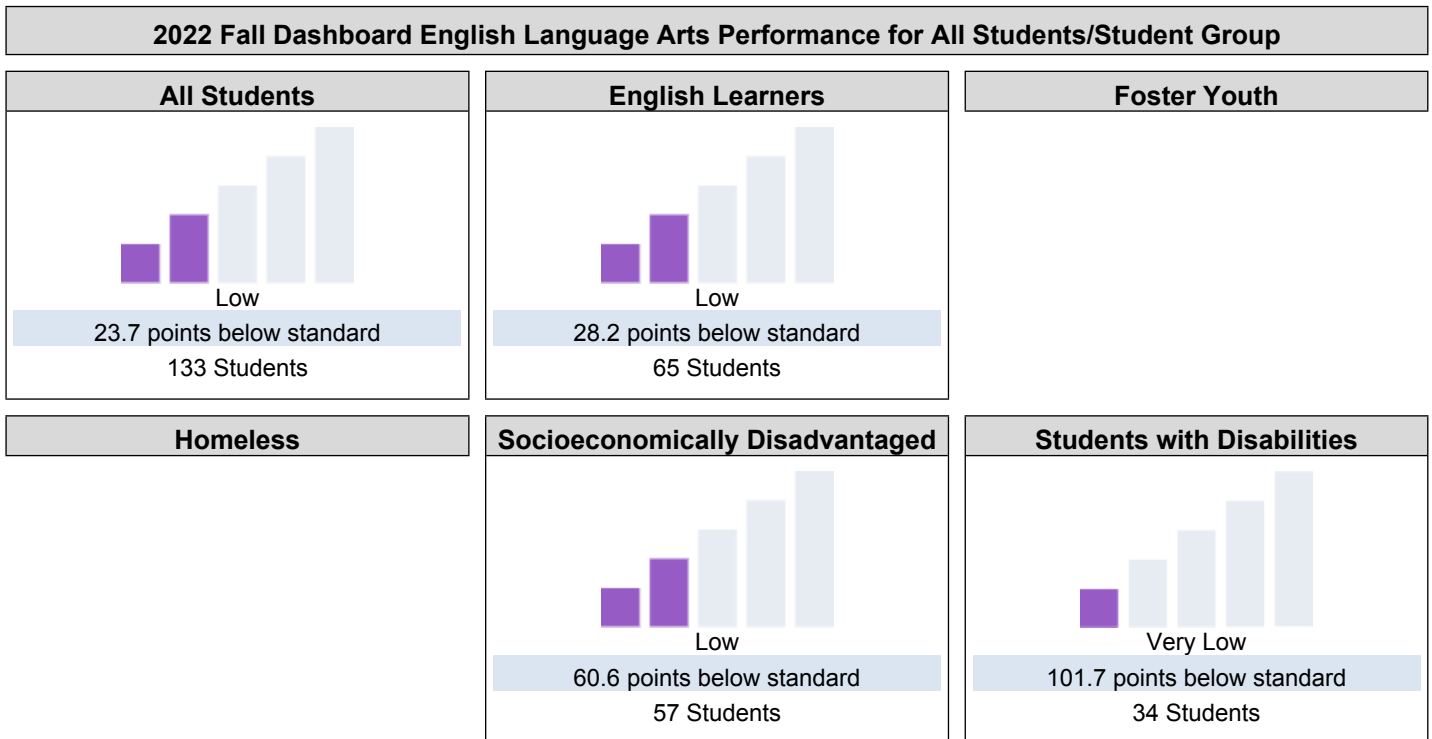
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



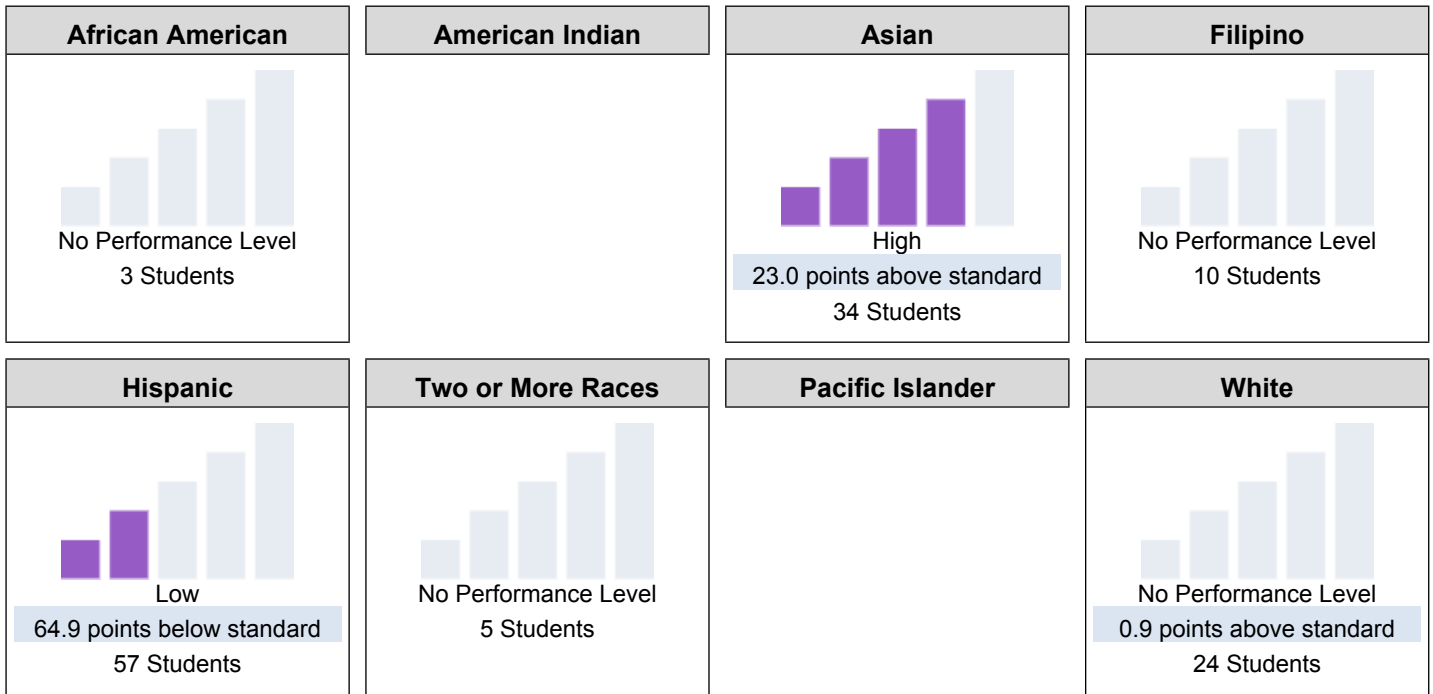
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.8 points below standard 36 Students	58.1 points above standard 29 Students	24.2 points below standard 62 Students

Conclusions based on this data:

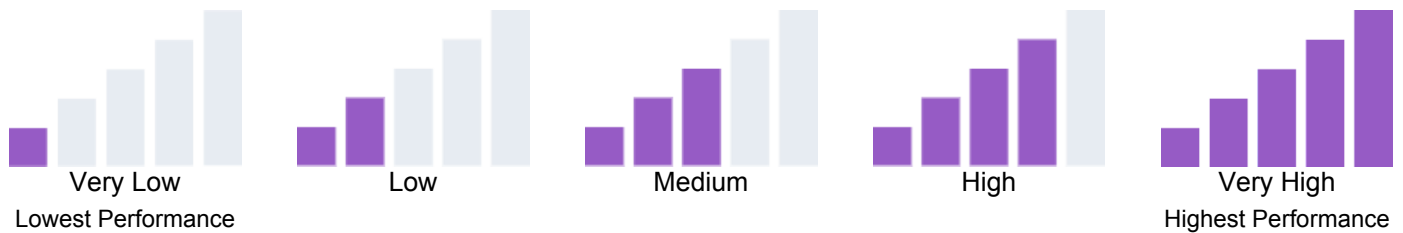
- The ELA results show that all students are performing at the low achievement level (20 points below standard), however Socio Economic Disadvantaged, Students w/ Disabilities and Hispanic students are significantly behind (64-110 points below standard). This continue to be an are of focus with additional work in small group tier I instruction and intervention.
- Reclassified English learners are performing above standard and out performing their english only peers while current english learners are significantly behind their english only peers.

School and Student Performance Data

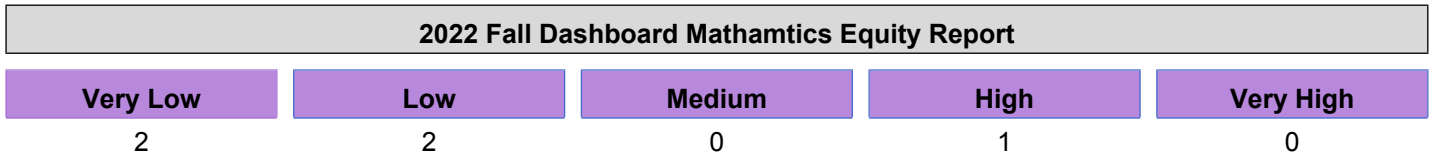
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

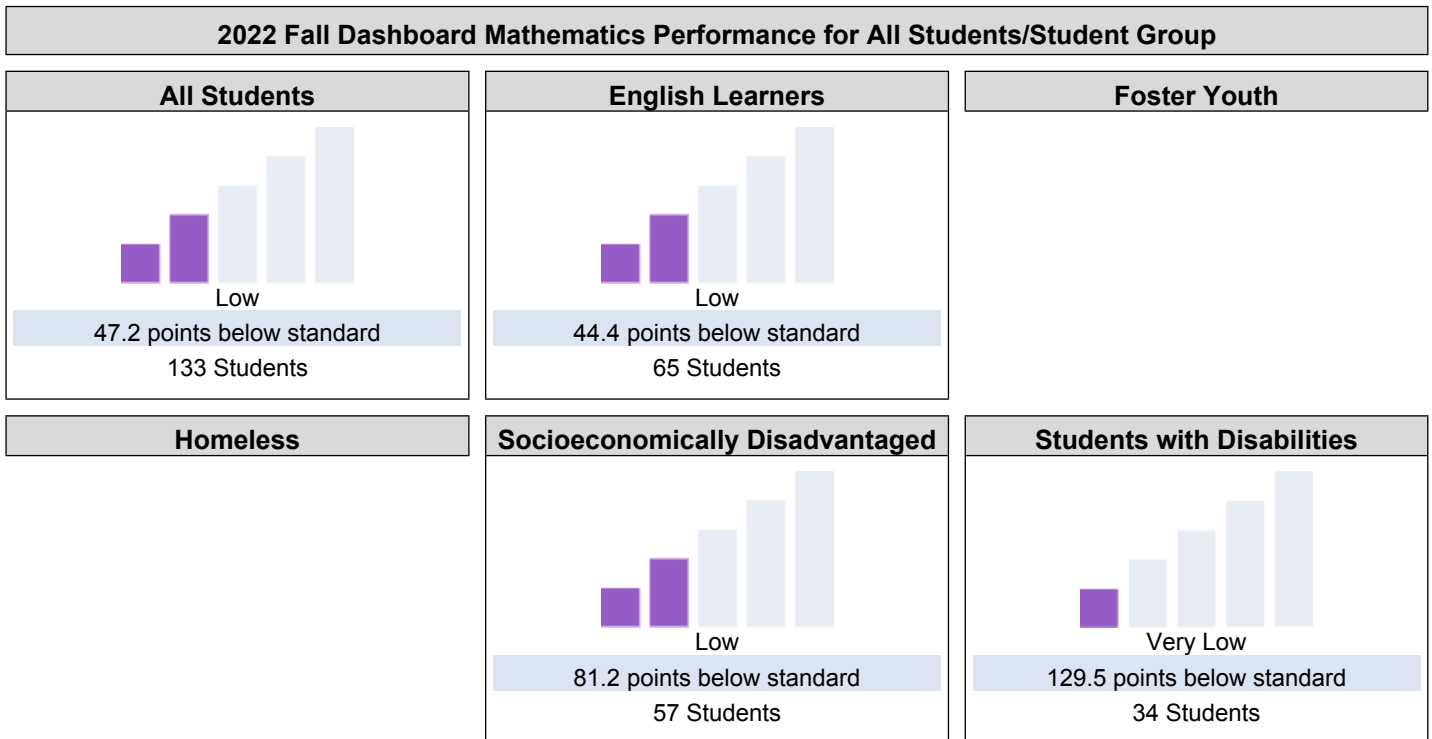
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



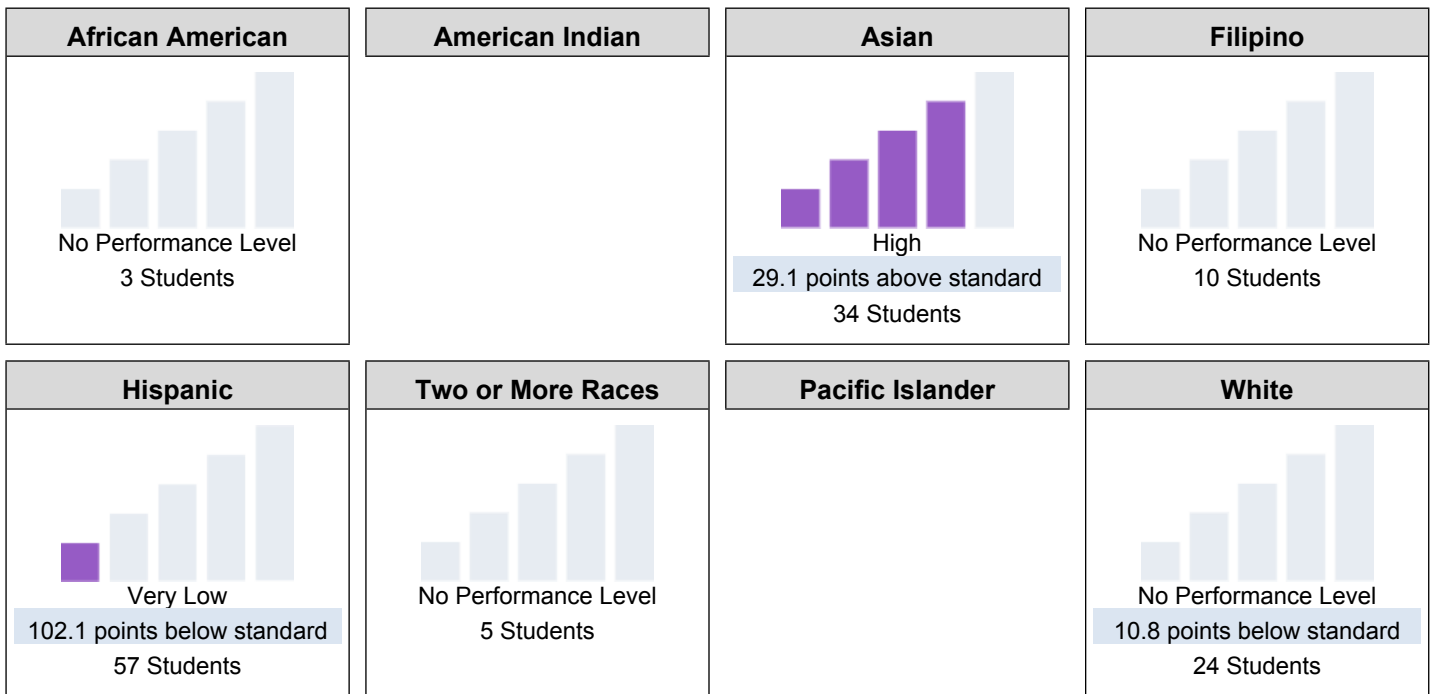
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">119.4 points below standard</p> <p>36 Students</p>	<p style="background-color: #e6f2ff;">48.6 points above standard</p> <p>29 Students</p>	<p style="background-color: #e6f2ff;">61.8 points below standard</p> <p>62 Students</p>

Conclusions based on this data:

1. The Math results show that all students are performing at the low achievement level (47 points below standard), however Socio Economic Disadvantaged, Students w/ Disabilities and Hispanic students are significantly behind (80-130 points below standard). Math continues to be an area of needed support and intervention.

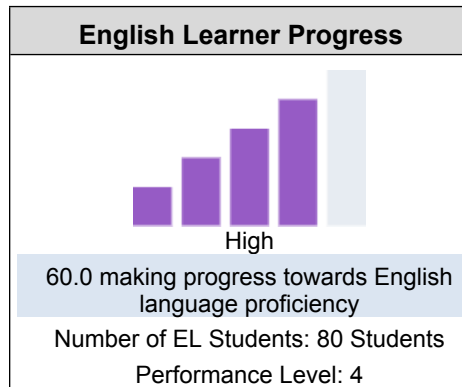
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.0%	25.0%	0.0%	60.0%

Conclusions based on this data:

- 60% of english learner students at Pomeroy are making progress of at least one level. Our multi lingual students have been the focus of instructional efforts at the end of 21-2 and now into 22-23.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

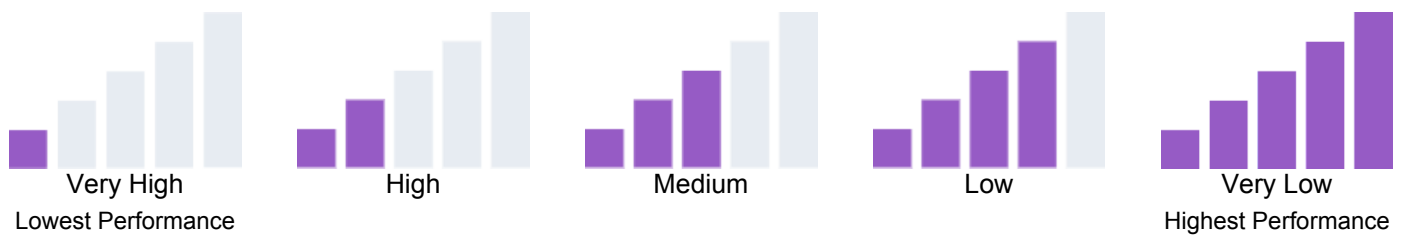
- 1.

School and Student Performance Data

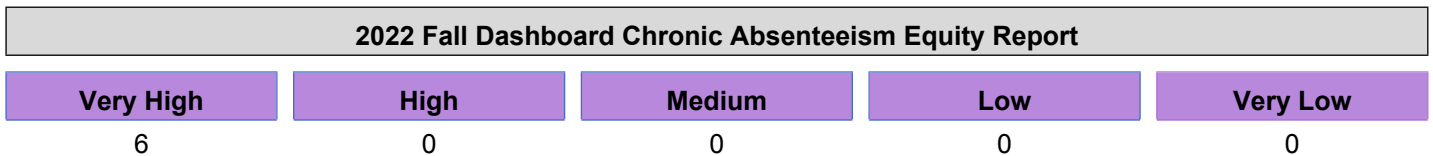
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

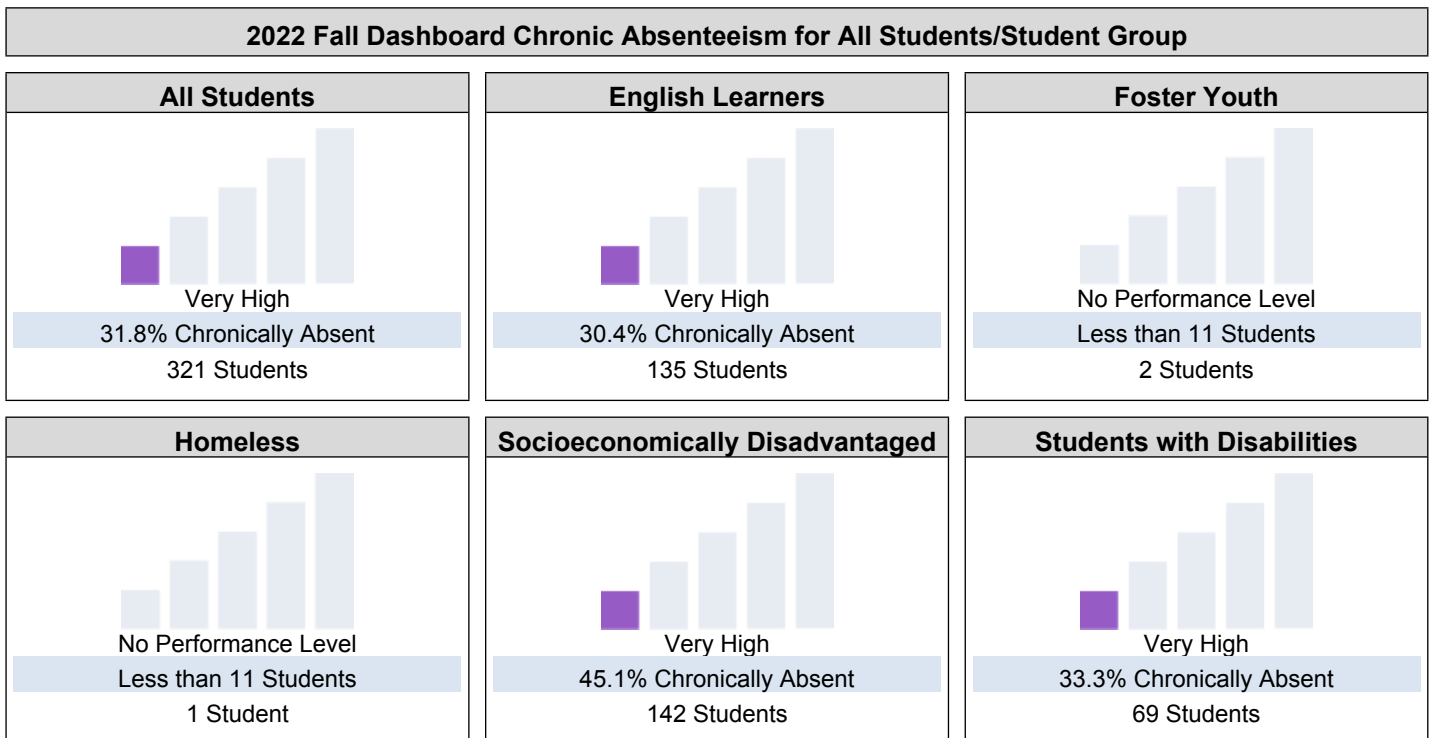
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



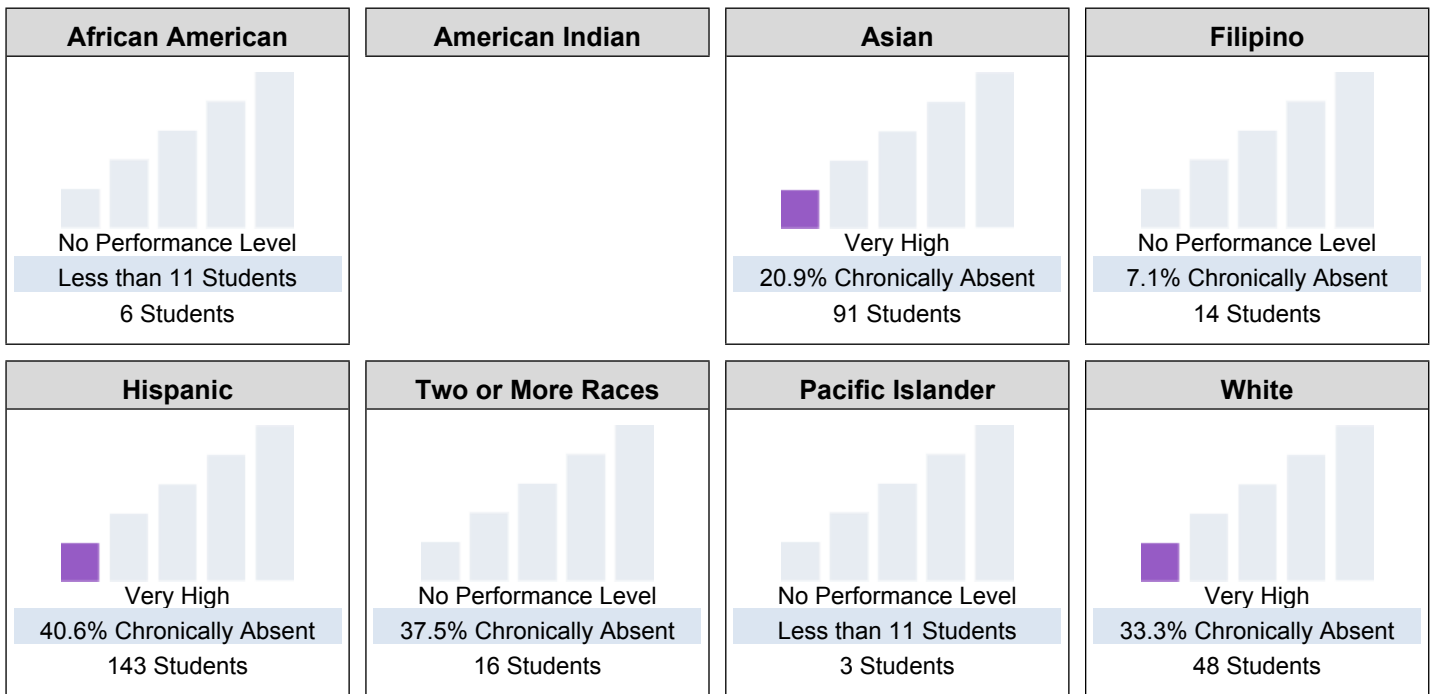
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Chronic absenteeism is very high at Pomeroy in 21-22 and the problem persists in 22-23 with COVID rules for isolation, staying home while sick and testing. ATSI has identified this an area of focus for Pomeroy.
2. The data will not improve for 22-23, however there will be efforts to improve this for the 23-24 school year.

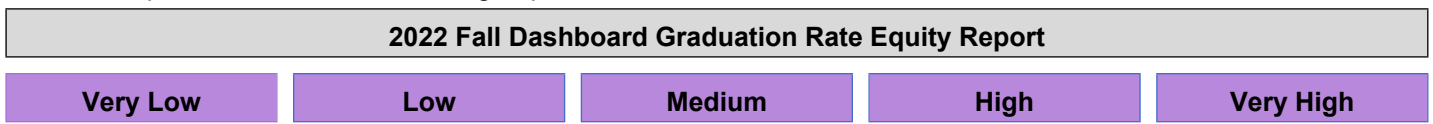
School and Student Performance Data

Academic Engagement Graduation Rate

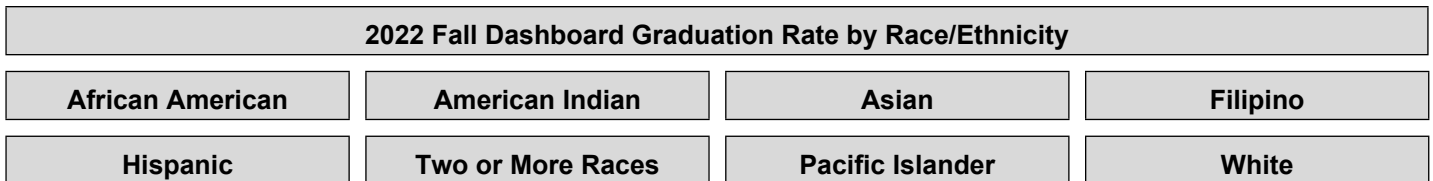
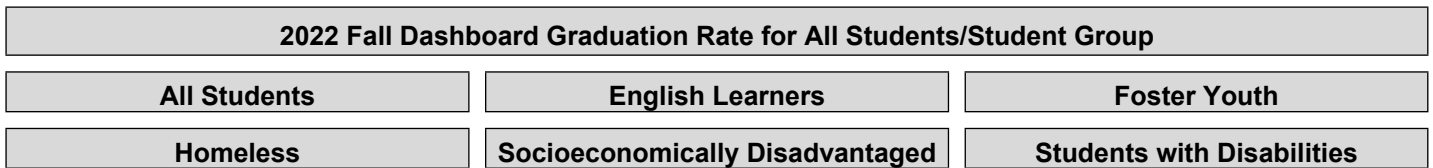
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

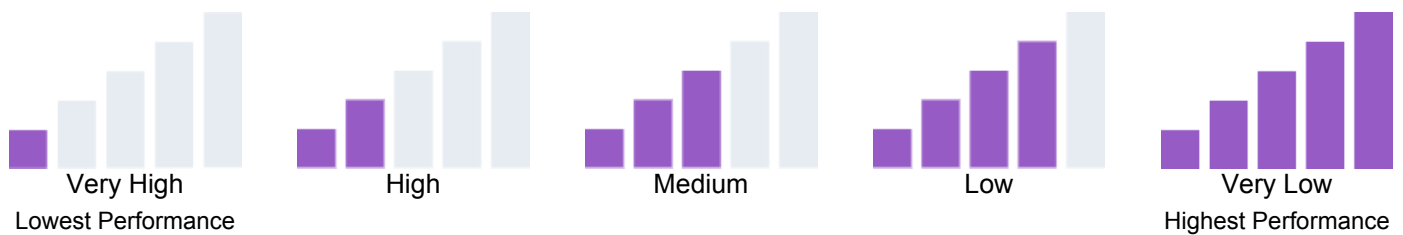
- 1.

School and Student Performance Data

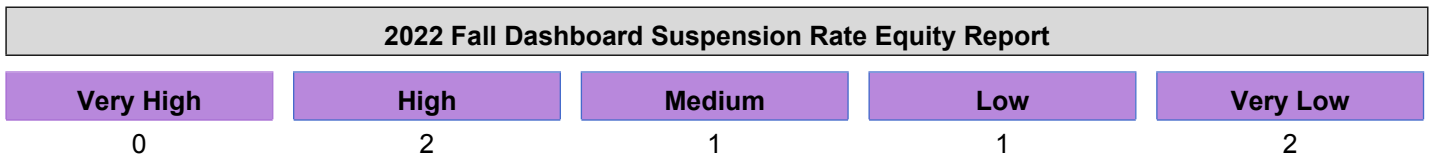
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

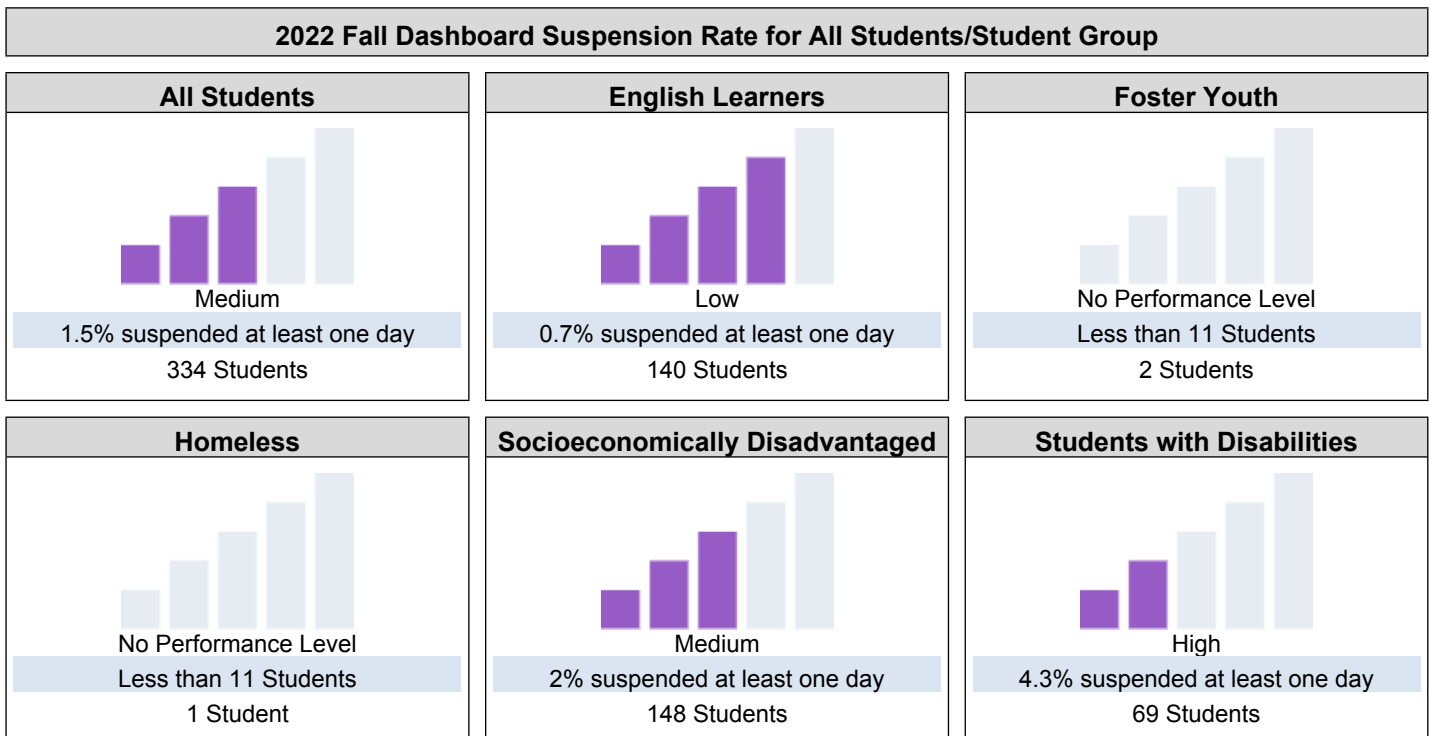
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



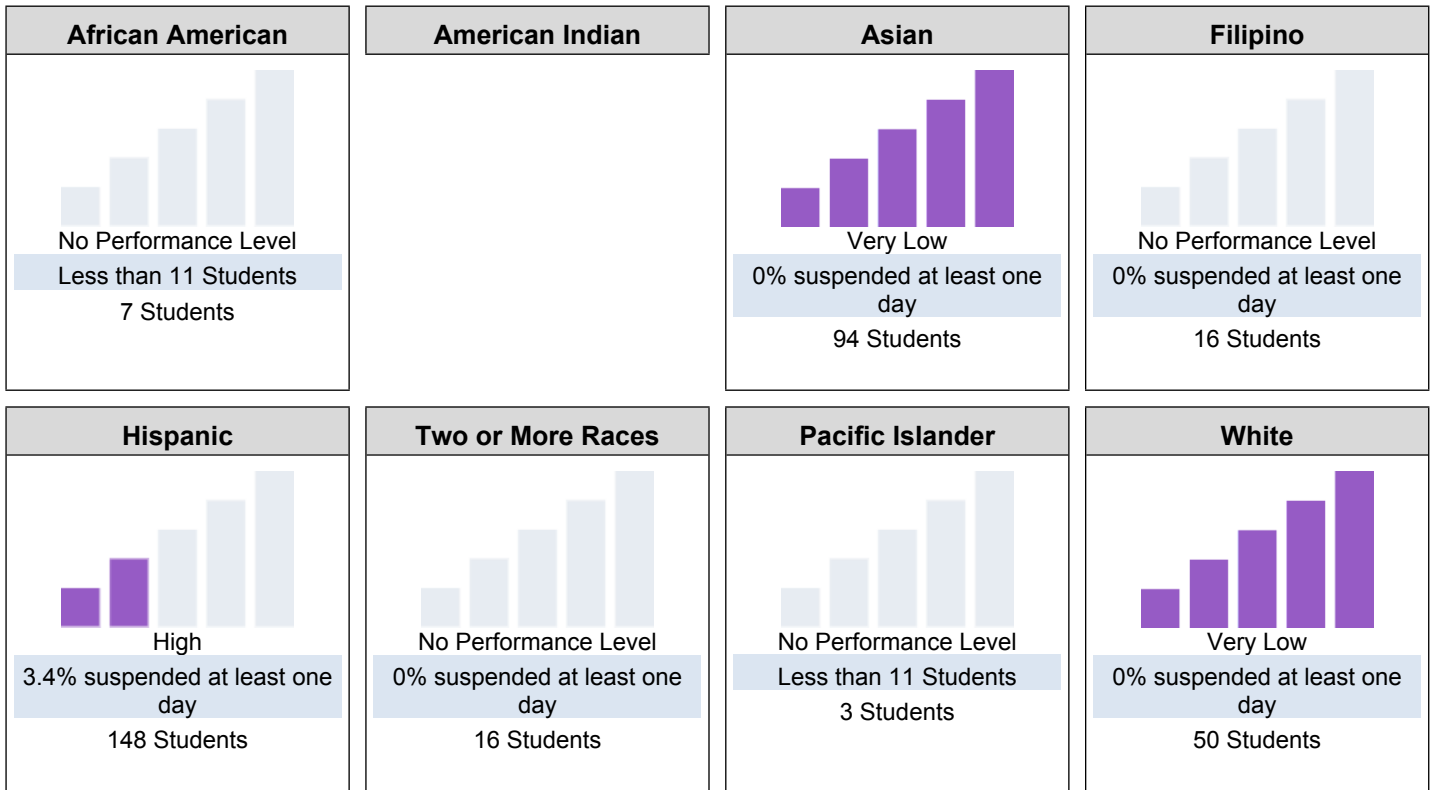
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- The suspension rate is at the medium level for 21-22. Particular attention was paid to this in 22-23, specifically with the SED and hispanic subgroup and those rates should all drop to the very low rate. We utilized PBIS, wellness, partnership with parents and restorative efforts to reduce suspension rates.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English-Language Arts

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.

All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.

SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

SCUSD Goals:

We use data to improve adult practice and student outcomes

We focus on students furthest from opportunity gaps

We create high performing systems and teams

Goal 1

Big Goal: Each student will make progress, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (grades 3-5) and iReady Assessments.

Focus goals for ELA:

A. ELA CAASPP Goal for all students: 50% of students will meet or exceed grade level standard.

B. ELA CAASPP Goal for at risk student groups:

At least 35% of students currently identified as English Learners will meet or exceed grade level standard.

At least 40% of Hispanic will meet or exceed grade level standard

At least 40% of Socioeconomically Disadvantaged students will meet or exceed grade level standard

At least 30% of Students with Disabilities will meet or exceed grade level standard

C. iReady Goal

At least 55% of students will be at or early on grade level on the third assessment

At least 50% of Hispanic students will be at or early on grade level on the third assessment

At least 35% of English Learner students will be at or early on grade level on the the third assessment.

Identified Need

Pomeroy has a need to focus on improving outcomes for all students and closing the achievement gap for our students subgroups furthest from the opportunity (students w/ disabilities, economically disadvantaged, Hispanic and English Learners).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ELA - All Students	18-19 = 44% of students overall met or exceeded standard 21-22 = 41% of student overall met or exceeded standard	22-23: 45% of students will meet or exceed grade level standard
CAASPP/ELA - EL Students	18-19 = 11% of EL's met/exceeded standard 21-22 = 16% of EL's met/exceeded standard	22-23: 25% of students currently identified as English Learners will meet or exceed grade level standard
CAASPP/ELA - Hispanic Students	18-19 = 28% of Hispanic/Latino students met/exceeded standard 21-22 = 23% of Hispanic/Latino students met/exceeded	22-23: 30% of Hispanic will meet or exceed grade level standard
CAASPP/ELA - SED Students	18-19 = 24% of Socioeconomically Disadvantaged students met/exceeded standards 21-22 = 22% of Socioeconomically Disadvantaged students met/exceeded standards	22-23: 30% of Socioeconomically Disadvantaged students will meet or exceed grade level standard
CAASPP/ELA - Students with Disabilities	18-19 = 6.5% of students with disabilities met/exceeded standard 21-22 = 19% of students with disabilities met/exceeded standard	22-23: 20% of Students with Disabilities will meet or exceed grade level standard
iReady ELA - All Students	22-23 - 48% of students at or early on grade level on the third assessment	23-24: 55% of students will be at or early on grade level on the third assessment
iReady ELA - Hispanic Students	22-23 - 40% of Hispanic students at or early on grade level on the third assessment	23-24: 50% of Hispanic students will be at or early on grade level on the third assessment
iReady ELA - English Learner	22-23 - 23% of English Learner students at or early on grade level on the third assessment	23-24 35% of English Learner students will be at or early on grade level on the the third assessment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students have access to the Literacy Intervention Teacher (LIT).

Strategy/Activity

Part Time Literacy Intervention specialist will provide small-group, targeted intervention to at risk students grades K-5. Literacy Intervention Teacher (LIT) will collaborate closely with classroom teachers and Resource Specialist. Targeted groups will be adjusted throughout the year based on need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified
1.0 MIT/LIT Funded by Title I (MIT) and ESSER (LIT)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Teacher release time to participate in collaborative learning teams (grade level, cross grade level) focused on improving student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Targeted Allocation
1000-1999: Certificated Personnel Salaries
Substitute Cost for Collaboration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Replacement funds for classroom libraries and/or school bookroom and other materials needed for ELA instruction, such as but not limited to book of the month, magnetic letters, white boards, books bags, on-line resources/subscriptions, technology devices etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Targeted Allocation
4000-4999: Books And Supplies
Classroom and School literacy supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students have access to online learning curriculum such as Learning A-Z and Footsteps to Brilliance licenses for all students in order to provide additional access to leveled reading materials both in school and at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

None Specified

Learning A to Z ,
RAZ Kids licenses

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Replacement funds for school library.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Targeted Allocation 4000-4999: Books And Supplies School Library books and materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development and relevant materials to improve instruction in ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Registration Fees
2500	Targeted Allocation 4000-4999: Books And Supplies Supplies, Materials

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall the strategies were implemented and adjusted based on real time data. Teacher teams met in collaborative teams with instructional coaches to regularly monitor student progress through local and iReady data and adjust practices. The SSC met to adjust the SPSA (increase intervention time, add professional development and adjust library resources). There is concern that the students hardest hit by the pandemic are now entering the testing window. Additional efforts are being made to address these concerns.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Literacy intervention time was increased as a result of an increase in budget and identified need to serve more students who are were at risk.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school has been provided with additional ESSER funds to hire a 1.0 literacy/language intervention specialists. As a result the SPSA is now able to provide intervention support in ELA, ELD and Math, which means Title I will fund a percentage of LIT/MIT and ESSER will add an additional percentage, so that Pomeroy will have a 1.0 Lit and a 1.0 LIT/MIT.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.

All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.

SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

SCUSD Goals:

We use data to improve adult practice and student outcomes

We focus on students furthest from opportunity gaps

We create high performing systems and teams

Goal 2

Big Goal: Students identified as English Learners (ELs) will demonstrate continued, consistent growth each year in English Language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC). EL's and Reclassified EL's (RFEP's) will demonstrate continued academic growth as measured by state and local assessments for ELA and Math.

Focus Goals:

100% of English learners will make yearly growth (one ELPI level) in the ELPAC levels.

ELA CAASPP Target (Grades 3-5):

At least 35% of students currently identified as English Learners will meet or exceed grade level standard.

Math CAASPP Target (Grades 3-5)

At least 35% of student currently identified as English Learners will meet or exceed grade level standard.

iReady ELA and Math Targets (Grades K-5)

At least 35% of EL students will be at or early on grade level on the third assessment.

At least 35% of EL students will be at or early on grade level on the third assessment

Identified Need

English learners will need continued access to integrated ELD, designated ELD and small group differentiated work in class and tier 2 intervention as needed to accelerate their learning and outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ELA (3-5)	18-19: 12% of EL students met/exceeded standard 21-22: 16% of EL students met/exceeded	22-23: 25% of students currently identified as English Learners will meet or exceed grade level standard
CAASPP/Math (3-5)	18-19: 9% of EL students met/exceeded standard 21-22: 11% of EL students met/exceeded standard	22-23: 25% of student currently identified as English Learners will meet or exceed grade level standard
ELPAC (K-5)	21-22: 60% of EL students progressed one ELPI level	22-23: 75% of EL student will progress one ELP level 23-24: 100% of English learners will make yearly growth (one ELPI level) in the ELPAC levels.
iReady ELA	22-23: 23% of EL students at or early on grade level on the third assessment.	23-24: 35% of English Learner students at or early on grade level on third assessment.
iReady Math	22-23: 20% of EL students at or early on grade level on the third assessment.	23-24: 35% of English Learner students at or early on grade level on third assessment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students (All Students)

Strategy/Activity

Full time Comprehensive Coordinated Early Intervention Coach (CCEIS) will coach, provide professional development and collaborate with teachers to support our ELL students with a focus on integrated and designated ELD as well as instructional practices to support our students in all areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

None Specified
1.0 CCEIS Coach - District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide parents and teachers with a language translator during conferences or assisting parents and students with school-related tasks, meetings or school events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Targeted Allocation
2000-2999: Classified Personnel Salaries
Including fees for District Translator or ELSAT

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students (All Students)

Strategy/Activity

Teacher release time to participate in collaborative learning teams (grade level, cross grade level, CCEIS coach) focused on improving student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Targeted Allocation
1000-1999: Certificated Personnel Salaries
Substitute Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students and Family

Strategy/Activity

Continue our ELAC committee with 3-6 ELAC meetings/events to bring the families of our multi-lingual students back on campus. Events will focus on important ELAC items (EL Program, SPSA feedback, Needs Assessment, UCP, Attendance), but will also be celebrations of reclassification combined with educational opportunities as well (design challenges, family activities). Snacks and Refreshments will be provided to help encourage families to attend.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

Targeted Allocation
4000-4999: Books And Supplies
Snacks and refreshments, Supplies for Dinner and Materials/Supplies for Family Nights

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is an area of success at Pomeroy. The CCEIS coach focused work at Pomeroy on dELD, iELD and specifically support the growth of all EL students at Pomeroy. The ELCA committee has been reestablished and each meeting had overall growth in attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences. We will continue to focus on our EL students through coaching, data cycles of inquiry and collaboration, while we also continue to support our families through parent events.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we focused on dELD and iELD and are seeing encouraging growth in iReady scores, but also anecdotally our campus is alive with language our families are connected and back on campus. We know that our next step is to continue to develop dELD and iELD, but to also focus our efforts on school wide practice in workshop and small group differentiated instruction in class and tier 2 intervention. You will see this reflected in the funding of collaboration, coaching and intervention positions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.

All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.

SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

SCUSD Goals:

We use data to improve adult practice and student outcomes

We focus on students furthest from opportunity gaps

We create high performing systems and teams

Goal 3

Big Goal: Each student will make progress, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (grades 3-5) and iReady Assessment (K-5).

CAASPP Focus Goals (Grade 3-5):

A. Math CAASPP Targets for all students: 45% of students will meet or exceed grade level standard.

B. Math CAASPP Targets for at-risk student groups:

At least 35% of EL students will meet or exceed grade level standard

At least 40% of Hispanic students will meet or exceed grade level standard

At least 40% of Socioeconomically Disadvantaged students will meet or exceed grade level standard

At least 25% of Students with Disabilities will meet or exceed grade level standard

iReady Focus Goals

At least 50% of all students at or early on grade level on third assessment

At least 35% of EL students at or early on grade level on third assessment

At least 40% of Hispanic students at or early on grade level on third assessment

Identified Need

Pomeroy has a need to focus on improving outcomes for all students and closing the achievement gap for our student subgroups furthest from the opportunity (students w/ disabilities, economically disadvantaged, Hispanic and Special Education).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/Math - All Students	18-19: 34% of students met/exceeded standard 21-22: 32%	22-23 At least 40% of students will meet or exceed grade level standard
CAASPP/Math - EL	18-19: 9% of EL students met/exceeded standard 21-22: 11% of EL students met/exceeded standard	22-23 At least 25% of students currently identified as English Learners will meet or exceed grade level standard and increase achievement by at least 5 scale score points (Yellow to Yellow)
CAASPP/Math - Hispanic	18-19: 21% of Hispanic students met/exceeded standard 21-22: 12% of Hispanic students met/exceeded standard	22-23 At least 25% of Hispanic will meet or exceed grade level standard
CAASPP/Math - SED	18-19: 19% of economically disadvantaged students met/exceeded standard 21-22: 16% of economically disadvantaged students met/exceeded standard	22-23 At least 25% of Socioeconomically Disadvantaged students will meet or exceed grade level standard
CAASPP/Math - Students with Disabilities	18-19: 4% of students with disabilities met/exceeded standard 21-22: 14% of students with disabilities met/exceeded standard	22-23 At least 25% of Students with Disabilities will meet or exceed grade level standard
iReady Math - All Students	22-23: 38% of students at or early on grade level on third assessment	23-24 At least 50% of all students at or early on grade level on third assessment
iReady Math - EL	22-23: 20% of EL students at or early on grade level on third assessment	23-24 At least 35% of EL students at or early on grade level on third assessment
iReady Math - Hispanic	22-23: 26% of Hispanic students at or early on grade level on third assessment	23-24 At least 40% of Hispanic students at or early on grade level on third assessment

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers and students will have access to materials and software that support mathematics such as but not limited to; ST Math, iReady My Path, manipulatives, and online subscriptions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,500

Source(s)

Targeted Allocation
5800: Professional/Consulting Services And
Operating Expenditures
ST Math Software Program (iReady purchased
through District)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Part Time Math Intervention Teacher

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

94,990

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Math Intervention Teacher - Additional FTE will
be LIT (ESSER FUNDS)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher release time to participate in collaborative learning teams (grade level, cross grade level) focused on improving student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Targeted Allocation
1000-1999: Certificated Personnel Salaries
Substitute Cost for Teacher Release Time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students had access to online learning programs and teachers were able to be released to collaborate around data cycles of inquiry and PD. The work was focused on iELD and dELD, but include focus on math modules for language and content objectives.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are shifting focus from dELD and iELD to include small group differentiated instruction and Tier 2 intervention. A major shift is to hire a part time math intervention teacher.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.

All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.

SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

SCUSD Goals:

We use data to improve adult practice and student outcomes

We focus on students furthest from opportunity gaps

We create high performing systems and teams

Goal 4

Big Goals:

All students, especially those most in need of academic support, will attend school every day. The staff, students, parents and administration will focus on a positive and inclusive school climate at Pomeroy Elementary School.

All students will have access to STEAM education through outdoor learning in the garden and cooking program, school assemblies, events and after school programs.

Focus Goals:

Attendance improvement target:

Reduce Chronic Absenteeism for all subgroups from Very High to Low by 23-24 (22-23 will remain very High)

PBIS:

Continue to build on positive school climate with our student store, offering CICO, wellness and student leadership activities (student council, green team, school sports).

Identified Need

Ensure sufficient social-emotional support for students and attendance and participation incentives to support the continued implementation of PBIS/MTSS. Continue to develop our STEAM Garden/Maker Space program which incorporates project based learning, hands on learning and oral language development. Ongoing professional development for staff and support of parents/families in their children's education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	21-22: Very High Chronic Absenteeism for all student sub groups.	22-23: will remain very high 23-24: Move from Very High to Low on CA Dashboard
Aeries Attendance Data	21-22: 33% Chronic Absenteeism 22-23: 34% Chronic Absenteesim	23-24: 10% Chronic Absenteeism for all students and subgroups
PBIS	22-23: 15 students participating in CICO	23-24: All students who need CICO will continue to have access to CICO.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Equipment and PBIS incentives (Pomeroy Proud Store) provided to support school-wide-procedures and activities such as but not limited to certificates, awards, books, incentives, sports equipment etc. Utilize materials and equipment that will ensure student safety and address student behavior, social thinking and character education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,500

Source(s)

Targeted Allocation
4000-4999: Books And Supplies
Equipment and Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to develop our STEAM Garden/Maker Space program by using substitute hours and certificated hourly time to develop our garden/maker space program focused on project based

learning, hands on learning and oral language development. All classrooms will participate in 4 garden lessons and 4 cooking lessons with our Charlie Cart in the Maker Space. Purchase garden/cooking supplies and materials to support STEAM program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35000	Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute Costs and Certificate Hourly for STEAM Programming
	Purchase garden supplies and cooking materials for STEAM program.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Students

Strategy/Activity

After school STEAM program for targeted 4th grade students in partnership with 49er STEM Academy Santa Clara High School Students on Tuesdays from 2:45 - 4:15. Design, build and engineering process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Targeted Allocation 1000-1999: Certificated Personnel Salaries Instructional Hourly Rate for Certificated Teacher in STEAM after school program (3:00 - 4:15 on Tuesdays)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Assemblies to promote PBIS, STEAM, SEL and Academic Areas

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

Targeted Allocation
5000-5999: Services And Other Operating Expenditures
Funds for School Assemblies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Education, Family Engagement and Community Involvement programs,, such as but not limited to: PIQE, ESL instruction for parents, STEAM, Charlie Cart or Regular Parent Education meetings, purchase food for Parent Coffee, Tea and Treats Education Meetings, Family Engagement Nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

652

Title I Part A: Parent Involvement
5800: Professional/Consulting Services And Operating Expenditures
Program cost and supplies

3000

Targeted Allocation
4000-4999: Books And Supplies
Materials, Supplies, Food for Parent Events

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Social Emotional Care and Wellness supports are of the utmost importance to the entire staff at Pomeroy. We made updates to our PBIS program and moved our office referral program to ensure access for all students who need it. The school team regularly meets to discuss students and their needs. The school has a very focused PBIS community with respect, responsibility and safety at the heart of all we do. We have many student leadership opportunities and the most amazing garden/cooking STEAM program. The STEAM afterschool program was a mid year adjustment that has also been very successful.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

STEAM afterschool program and Assemblies were changes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on school climate, STEAM education and growing student leadership opportunities as a way to also reduce chronic absenteeism. We will use incentives to support bringing students to school.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$202,642.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$94,990.00
Title I Part A: Parent Involvement	\$652.00

Subtotal of additional federal funds included for this school: \$95,642.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None Specified	\$0.00
Targeted Allocation	\$107,000.00

Subtotal of state or local funds included for this school: \$107,000.00

Total of federal, state, and/or local funds for this school: \$202,642.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	99,066	-7,934.00
Title I	94,990	94,990.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	107,000.00
Title I Part A: Allocation	94,990.00
Title I Part A: Parent Involvement	652.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	163,990.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	24,500.00
5000-5999: Services And Other Operating Expenditures	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,152.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	None Specified	0.00
None Specified	None Specified	0.00

1000-1999: Certificated Personnel Salaries	Targeted Allocation	69,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	1,000.00
4000-4999: Books And Supplies	Targeted Allocation	24,500.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	4,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	94,990.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	652.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,000.00
Goal 2	15,000.00
Goal 3	109,490.00
Goal 4	49,152.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Kevin Keegan	Principal
Catherine Thieme	Classroom Teacher
Esmeralda Ramirez	Classroom Teacher
Nicole Young	Classroom Teacher
Kakoli Das Gupta	Other School Staff
Audrey Hinton	Parent or Community Member
Federico Quintana	Parent or Community Member
Reshma Kotwal	Parent or Community Member
Lowell Madanes	Parent or Community Member
Justin Garcia	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/11/23.

Attested:



Principal, Kevin F. Keegan on 4/11/23



SSC Chairperson, Lowell Madanes on 4/11/23